DOCUMENT RESUME

ED 081 427 JC 730 211

AUTHOR Carhart, John I.; Collins, Charles C.
TITLE General Education at Los Medanos College: A Curricular Model.
INSTITUTION Los Medanos Coll., Pleasant Hill, Calif.
PUB DATE Aug 73
NOTE 20p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS College Curriculum; *Community Colleges; *Curriculum Development; *General Education; *Integrated Curriculum; Interdisciplinary Approach; *Models; Post Secondary Education; Technical Reports
IDENTIFIERS *Los Medanos College

ABSTRACT

Non-traditional courses recommended for the general education package at Los Medanos College are described. It is suggested that the core curriculum be six intra-disciplinary packages covering Behavioral Sciences, Social Sciences, Biological Sciences, Physical Sciences, Language Arts, and Humanistic Studies. Each semester, students would be expected to take one or two of these general education approaches to interrelated knowledge and to the overriding societal issues. All students would have concurrent or prior enrollment in a generic course along with enrollment in one, or possibly several, discipline courses. The generic course would attempt to extract the common principles and basic concepts of its respective disciplines, and would attempt to interrelate the disciplines within each category of knowledge, as well as extract the implications each field has for the societal threats to survival, e.g., population, nuclear war, national sovereignty, ecology, alienation, etc. The generic course would carry one unit of credit. The discipline courses would be traditional in that they would cover the essential and specific knowledge of the various disciplines, and would be innovative in that they would be heavily oriented toward individual and societal implications. Further, each discipline course would devote one hour of three to that which would be both supplementary and individualized. The discipline course would carry three units of credit. The intent of the curricular model is to bring the world in all its complexities to the minds of the students and to help them educate themselves to cope with its threats and enjoy its pleasures. (DB)

ED 081427

GENERAL EDUCATION AT LOS MEDANOS COLLEGE: A CURRICULAR MODEL

by
John I. Carhart, President
and
Charles C. Collins, Dean of Behavioral Studies

Los Medanos College
(Temporary Address)
321 Gold Club Rd., Bldg. 25
Pleasant Hill, Calif. 94523

August 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

General education is one of those concepts, like democracy or justice, that everyone is for until it gets explicitly defined -- or worse, until a serious effort is made to put it into practice. Then commitment to general education becomes harder to sustain. Definition of general education among professional educators can trigger off obscuring billows of semantical fog. Discipline-oriented faculty often rise to defend their pre-professional courses against any "watering down" to meet general education objectives. Vocational instructors sometimes become fearful that the general education bloc will encroach upon the time needed to teach their specialties. Some students are quick to conclude that general education requirements are violations of their freedom to take exactly what they please.

JC 730 211

FILMED FROM BEST AVAILABLE COPY

But is the issue really debatable? The basic rationale for public support of public schools is to develop a knowledgeable citizenry who are prepared to work for the common good. Every other reason for the existence of a tax-financed college has to be secondary: pre-professional training is secondary; vocational training is secondary; preparation for transfer is secondary; student freedom of choice is secondary. All of these are commendable objectives yet they have to give way to the overriding objective of preparing the society of man to advance the welfare of mankind.

The common good can only be served if the people seriously think about what it is and explore how to achieve it. Knowledge is the fundamental determinant; knowledge is the means and the general welfare is the end. Hence, colleges are expected to collect, transmit and even generate knowledge.

But colleges cannot simply present a course, Knowledge 1A. Although knowledge is interrelated and really all of one piece, it cannot all be said in one interminable sentence. Human communication requires that it be divided into some logical order. It is possible to parcel knowledge into an infinite number of sub-divisions and to act as if each fragment is a discrete, self-contained bit. Indeed, most college catalogs are tangible evidence of this possibility. But to truly encompass knowledge this way would require students to take an impossible number of courses. Instead, the history of education is a chronicle of efforts to arrive at some natural sub-division of knowledge; the trivium, the quadrivium, a classical education, a liberal education, a general education. No claim is made that the definitive, immutable sub-division of knowledge has been achieved. Even so, there is both history and logic to support parceling knowledge into these broad and rather obvious areas: Man; Social Institutions; The Life Process; The Physical World; Communication; Creative Arts.

A New Urgency

In the past, colleges have been looked upon as institutional means by which a society maintains and enhances itself. There is developing evidence, in this last third of the 20th Century, to argue that maintenance and enhancement must become secondary to a much more chilling and dramatic societal goal--survival of man and of the earth upon which man abides.

It is recognized, of course, that men have always faced mortal dangers and that the individual man invariably succumbs to one or another of them. Yet, there is a categorical difference between jeopardy to one man's life or even the lives of large groups and jeopardy to life itself; between threat to a nation and threat to mankind; between destruction of personal property and destruction of the earth.

A College for Survival

In varying degrees all institutions of higher education have become aware that they are colleges for survival. In planning a new community college, Los Medanos College, the primary and imperative task is to help the students educate themselves to cope with the world problems which put their generation and future generations (?) in such jeopardy:

with the threat of nuclear annihilation
with the physical and psychological inundation of population
with the possibility of irreversible ecological disaster
with the cybernation of a post-industrial corporate state
with the limits of national sovereignty in a nuclear age
with the alienation and illnesses of the spirit
with the erosion of credibility and faith in the democratic process
with the loss of conscience and the dimming of outrage toward evil
with the issue of a bridled or unbridled science and technology
with the failure to accept a pluralism of race, of culture, of life styles
with the accommodation to new modes of creativity and self expression
with the creation of a new morality and a new ethic to fit a different social order

Certainly, highly specific vocational training and/or highly specific training in a discipline do not appear to be very promising preparation to deal with this formidable array of problems. Nor can these problems be solved by any elite; they are woven into the fabric of lives of all people and therefore have to be faced by all people. But how should students educate themselves for survival? What should the college offer them for their survival kits?

An Integrated General Education

For openers, students need to develop a world view as a sort of basic perception from which they can begin to engage any or all of the issues catalogued above. To develop this encompassing gestalt they will need to better understand and appreciate the interrelationship of knowledge. For this reason there should be a solid general education program that would direct students to an intra-disciplinary look at the behavioral sciences, at the social sciences, at the biological sciences, at the physical sciences, at the language arts and at the humanistic studies. Building upon this intra-disciplinary introduction, students should then engage with faculty and fellow students in an interdisciplinary colloquy.

This proposal negates the discipline-orientation of most colleges, but, if the truth were admitted, only graduate students and professors, certainly not community college freshmen and sophomores, are afflicted with the tunnel vision of rigid disciplines. Their minds are not departmentalized like the departments of a college. Like all other little and big folks, they are trying to make some kind of sense out of the "big, buzzing confusion" which they experience as their world. Most college students are not particularly gifted in taking vast numbers of discrete bits of widely varying knowledge and putting them all together into a meaningful whole. They can best find meaning and relevance when knowledge is presented in an interrelated fashion. Further,

they want to know what implications the knowledge they are gaining has for their personal lives and for the society in which they live.

Inter-Cultural Diversity

Community college students, indeed all members of society, need to understand and accept sub-cultural diversities before they can be expected to understand and accept international diversities. For example, it is both unrealistic and ironic for colleges to develop imposing programs of African Studies or Latin-American Studies without first, or concurrently, developing acceptance of the cultural pluralism in this society. Anglo-Americans are not going to have much to say to, or be heard by, Africans and Latin-Americans until they can talk to, and be heard by, Black-Americans and Chicano-Americans.

But this is not to give uncritical support to ethnic studies as they have typically developed in community colleges. They have often become Black or Brown bags in which both ethnic instructors and ethnic students get trapped. Recent soundings seem to indicate that ethnic studies programs are now in transition, moving toward a more pervasive inter-cultural approach throughout the entire curriculum. Perhaps Los Medanos College can experiment with and accelerate such a transition.

A Non-Traditional Curriculum

When Los Medanos College enrolls its first class of 1,200+ students in September, 1974, it is suggested that the core of the curriculum offered to them be six intra-disciplinary packages covering these categories of knowledge: Behavioral Sciences, Social Sciences, Biological Sciences, Physical Sciences, Language Arts and Humanistic Studies. Each semester students would be expected to take one or two of these general education approaches to inter-related knowledge and to the overriding societal issues of our times. To receive the institutional endorsement of an associate in arts or associate in

science degree, a graduate would have addressed himself to all six of these fields of knowledge.

The Basic General Education Concept

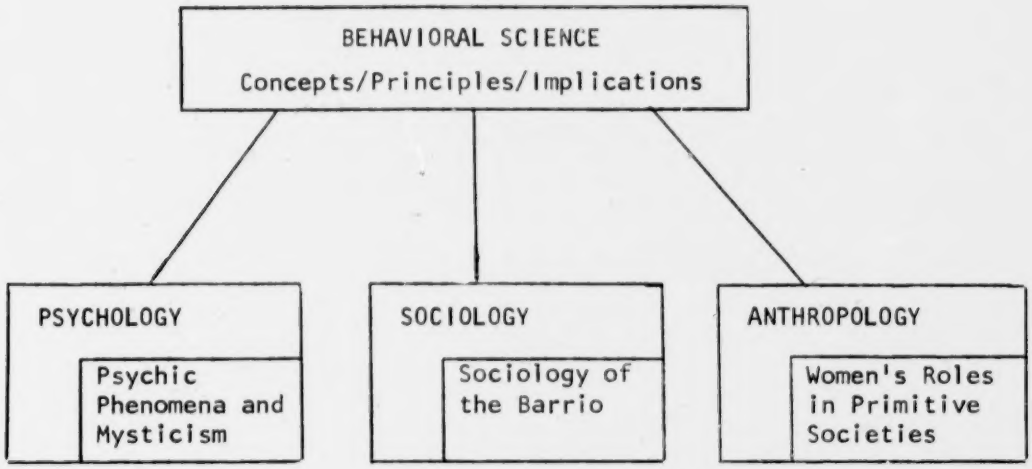
Each of these packages would be designed to help students interrelate knowledge within a broad segment and to see the implications this integrated knowledge has for them and for the world in which they strive to survive. The word "package", rather than course, is used advisedly for the total learning experience includes four segments (aspects, phases, dimensions, facets) which are mutually dependent yet somewhat separable. These segments are: 1) the concepts and principles that are basic and common to the several disciplines that make up the area; 2) the interrelationships of the various disciplines and the societal implications that flow from the knowledge of these disciplines; 3) the substantive content of the specific disciplines; and 4) the plural pursuits of special interests stipulated in a contract between a student, or a small group of students, and the instructor.

Elaboration of the General Education Concept

The concept distilled into the above paragraph is both complex and unfamiliar hence calls for considerable elaboration. Picture in your mind two closely related yet separable courses one encompassing concepts, principles and societal implications and the other concentrating on a particular discipline yet providing some time for student-designed pursuit of special interests. Using the example of the behavioral sciences area, the very rough outline of the picture would look like that depicted in Table 1.

TABLE I

CURRICULAR SCHEMA FOR GENERAL EDUCATION
IN THE BEHAVIORAL SCIENCES



Note that there is a generic course that treats the concepts, principles and implications of the behavioral sciences; that students can chose to concentrate in the specific content of psychology, or sociology, or anthropology; and that small groups, or even individual students, can contract to pursue in depth a special interest of their own design.

But Behavioral Science is only one of six general education area. Before going further, perhaps it would be well to see the gestalt of ail six. This is done, minus all complicating detail, in Table II.

TABLE II

DISCIPLINES WITHIN EACH GENERAL EDUCATION AREA

Behavioral Sciences	Social Sciences	Biological Sciences	Physical Sciences	Language Arts	Humanistic Studies
Anthropology	Economics	Anatomy and Physiology	Astronomy	Composition	Art
Psychology	Geography	Biology	Chemistry	Reading	Drama
Sociology	History	Human Biology and Health	Physical Science	Speech	General Humanities
	Political Science		Physics		Literature
					Music
					Philosophy

There is complicating detail, however, and that will be the next level of explication.

The Generic Course

As can be seen in both Table I and Table II, there would be a large generic course which would feed into much smaller discipline courses. All students would have concurrent or prior enrollment in the generic course along with enrollment in one--or possibly several--of the discipline courses. To elaborate further using the outline mode:

1. There would be a generic course in each of the six areas of general education.
   a. Each semester there would be at least one and probably several sections offered in each area.
2. The generic course would be a one unit course meeting one hour per week throughout the semester.
3. The content of the generic course would be divided between basic concepts/principles and the implications these have for the individual and for the society.
   a. Those concepts and those principles which by reasonable consensus are considered common to all the disciplines within that area of knowledge would be extracted out, brought clearly into focus and their applications to each of the member disciplines demonstrated.
   b. Concomitant with presentation of concepts/principles, or perhaps in the latter half of the semester, the instructor would lead the students to think seriously about the implications of the knowledge they are gaining to the issues of individual, societal, and planet survival. Both in the generic and in the discipline courses, each general education package will be addressed to one, several or all of the

issues of population, ecology, nuclear war, cybernation, alienation, erosion of credibility, racism, sexism, cultural pluralism, national sovereignty, science and technology, the national and world malaise, and the need for a new social ethic.

4. Since the generic course and the discipline courses would be interconnected and mutually dependent, it would be absolutely essential that all instructors in every general education area be directly involved in the detailed planning of the generic course.
   a. In this way, communication among colleagues would be built into the structure of the curriculum.
5. One instructor would be given responsibility to coordinate the input of his colleagues and to teach the section assigned to him.
   a. Each semester, or by some rotation system, every instructor in a general education area would be called upon to teach the generic course.
6. Each section of the generic course would enroll from 90 to 120 students.
   a. Teaching fundamental concepts and principles and implications to a large group is a difficult task requiring the generation of motivation and the stimulation of every sense organ by which students learn; hence, instructors in the generic courses would be offered the full assistance of the Learning Resource Center to exploit every possible media.

The Discipline Courses

As can be seen by another glance at the preceding two tables, the discipline courses are breakouts from the generic course. They provide options so that students can elect to move into the channel(s) of their own needs and their own interests. Further, they provide options within options since plural

pursuits of special interests will be built into the structure of most, perhaps not all, discipline courses. Again, some specifics need to be outlined:

1. There would be three or more options of discipline courses for each of the six general education areas.
2. Discipline courses would be three unit courses meeting three hours per week throughout the semester.
   a. In many of the sciences, there would be additional laboratory hours and units.
3. To fit into the general education package, a discipline course would be obliged to span a broad spectrum of knowledge. Further, the instructors teaching such discipline courses would be required to participate in the planning, development and teaching of the generic course.
   a. It is proposed that only the broadest and most encompassing disciplines be accepted in the first year. Perhaps later, such a course as Business Institutions could be added as a social science discipline, or Child, Family and Community could be added as a behavioral science discipline or English Literature could be added as humanistic studies discipline, etc. Caution must be exercised though, or soon Los Medanos College would have the same cafeteria style general education that it strives to avoid.
4. Ordinarily, the discipline course in the general education package would be the introductory course to that discipline.
   a. Certainly, second level courses in a field; e.g., the traditional Economics 1B would not be part of the package. The prerequisite system should obviate most of these questions of admissability.

b. Essentially the same reasoning applies to the narrower courses in psychology, in sociology, in history, in literature, etc. which will undoubtedly be added to the total curriculum. The question of their admissibility as discipline courses within the general education package will be moot for the broader course will be the first course and having taken the first course the requirement will be met.

5. The content of the discipline courses would be related--where possible even synchronized--to the concepts and principles elucidated in the generic course.
   a. This will make the communication between the instructor in the generic course and the instructors in the discipline courses a two-way flow for each has to know what the others are doing to be able to build upon and reinforce the learning that is taking place in the others' sphere.
6. The content of the discipline courses would also be related to the societal implications that are introduced in the generic course.
   a. It would be difficult, perhaps pointless, for the instructor in the generic course to talk about individual and societal implications if his colleagues in the discipline courses fail to pick up the generalizations and reinforce them with the specific content of their courses.
7. The contractual part of the discipline course would provide a wide range of options and would give students an opportunity to experiment in designing their own education. The contract could be on a one student to one instructor basis or, more likely, it would be on a small group basis.
   a. It would provide a partial alternative to formal courses in ethnic studies and/or women's studies since minority students, women, or any other consciousness-raising group, could follow their special interests across the whole spectrum of the general education curriculum.

b. The intent, however, is plural pursuits of special interests, hence race and sex are only two possibilities among many. In the behavioral sciences it might include contract groups who want to study "The Black Perspective in Psychology" or "Statistics in the Behavioral Studies" or "The Sociology of the Barrio." The social sciences might have, for example, groups who contract to study "Chicano History" or "Mathematical Models in Economics" or "The Civil Rights Movement of the 1960's" or "America as Seen By Other Peoples." In the biological sciences it might mean a special section on "Racial Genetics" or "Malthus and the Pill" or "The Ecology of the San Joaquin Delta." In the physical sciences it might be a seminar such as "Science: God or Devil?" or "Mathematics as the Language of Science" or "The Limits to Academic Freedom in Science." Language arts would offer possibilities for special study of "Black English" or "Grammar as a Form of Logic", or "Pocho" or "Third World Art" or "Non-Western Civilization" or "Mathematics as an Aesthetic Experience" or "Afro-American Literature."

8. One of the three hours of the discipline course would be set aside for this student-designed contractual learning.

   a. It would rarely make sense for all the students to be in the classroom during that hour. The instructor would always be there with some students but the number of students attending that hour would depend on the nature of the learning projects and the method of evaluation agreed upon in the contract.

9. The discipline course would enroll anywhere from ±30 to ±40 students depending on the nature of the course.

   a. If the generic course had 90 students, as it well might in the sciences, there would probably be three discipline courses each enrolling 30 students. A generic course with 120 students might break out into three discipline courses of 40 each or four discipline courses of 30 each.

A recapitulation of this intra-disciplinary approach is given in Table III. It labels first the generic courses and then the discipline courses and, under each, gives some explanatory notes to clarify this non-traditional general education program.

SEE TABLE III

TABLE III

GENERAL EDUCATION AT LOS MEDANOS COLLEGE
An Intra-disciplinary Model

Categories of Knowledge:	BEHAVIORAL SCIENCES	SOCIAL SCIENCES	BIOLOGICAL SCIENCES	PHYSICAL SCIENCES	LANGUAGE ARTS	HUMANISTIC STUDIES
Generic Courses:	The Nature of Man in Society	Man's Social Order and Institutions	The Life Process	Spaceship Earth	Language and Thought	Man, the Creator

Explanatory Notes

1. Each of these generic courses would meet one hour per week and would carry one unit of credit.
2. Prior or concurrent enrollment in each would be prerequisite to any of the discipline courses falling within the same category of knowledge.
3. The content of these courses would be the fundamental concepts and the basic principles that are common to the respective disciplines of each. The interrelationships of these disciplines would be made explicit and, most important, the implications of the knowledge gained to the issues of individual, societal and planet survival would be brought into sharp focus.
4. Each would be assigned the number 1 and would carry the letters T (transfer) and G (general education); e.g., Behavioral Science 1TG, "The Nature of Man in Society".

Discipline Courses:						
	Anthropology	Economics	Anatomy & Physiology	Astronomy	Composition	Art
	Psychology	Geography	Biology	Chemistry	Reading	Drama
	Sociology	History	Human Biology and Health	Physical Science	Speech	General Humanities
		Political Science		Physics		Literature
						Music
						Philosophy

Explanatory Notes

1. Each of these discipline courses would meet three hours per week and would carry three units of credit. The lab sciences would carry more hours and units.
2. Prior or concurrent enrollment in the generic course would be prerequisite to the respective discipline courses.
3. The content of these courses would be that traditionally found in the courses of the same name. It would pick up the concepts and principles from the generic course and make them specific to the discipline. Similarly, the content would be used to stimulate the students to look at the individual and societal implications of the knowledge they are learning.
4. One hour of the three per week would be devoted to plural pursuits of special interests; i.e., the instructor would help smaller groups of students design their own learning and would become a manager/director as well as a facilitator of the students' learning. This offers exciting possibilities for it would allow for wide diversity without actual course proliferation. It could bring ethnic flavor and spice to any category of knowledge. It could exploit topical interests without either the delays or rigidities of developing them as formal courses.
5. All of these courses would also carry the letters T (transfer) and G (general education) next to their assigned number; e.g., Social Science 24TG, "History of the United States in a World Perspective".

Innovative Possibilities

It is the emphasis on implications and the contractual arrangement for plural pursuit of special interests within these general education courses which offer greatest promise to the infusion of cultural diversity and to the hackneyed yet still valid demand for relevancy. In a very planned way and pervasive throughout both the generic and the discipline courses there would be an attempt to relate knowledge gained to contemporary world problems.

Each student-designed special project would have as a target the development of personal identity and the capacity to see self vis-a-vis the world. This phase of each discipline course would strive for broadening the view of the life experience, for helping students create their personal world view through some depth encounter with the social and behavioral sciences, with the biological and physical sciences, as well as with the language arts and the humanistic studies. Of equal importance, student-designed contractual learning would help provide an ethnic/women's studies perspective without need for an ethnic/women's studies department and an endless proliferation of ethnic/women's studies courses. In addition, affirmative action in hiring of the staff will assure that the ethnic perspective and the women's perspective will be well represented throughout the whole curriculum and will be pervasive in the six general education areas.

It does not take much imagination to envision the exciting possibilities that would offer themselves in each of the six courses. Here are some off-the-cuff examples in three of the six general education areas:

The Nature of Man in Society	The Life Process	Man, The Creator
Sex Roles in Middle America	Racial Genetics	Black Poets & Playwrights
La Raza as a Perceptual Frame	Ecological Field Study	Pocho as a Creative Language
An Eastern View of Man	The Ethics of Science	Afro-American Films
Rationalism and Mysticism	Extra-Terrestrial Life	Latino Literature
Probability and Human Behavior	The Interface of Biology and Chemistry	Third World Civilization
The Psychology of Over-Population	Biology and Social Action	Mathematics in Music and Art
Variant Life Styles	Population and Productivity	The Jazz Mode
Sociology of the Barrio	Abortion and Mercy Killing	Themes in Current Literature
Man's Nature and Nationalism	The Frontiers of Medicine	The Existential Philosophers
The International Youth Movement		Art as an International Language
The Paradox of Freedom and Order: Man vs the State		

An Inter-Disciplinary Colloquy

It is further recommended that second year students at Los Medanos College be invited to participate in one of the many sections of the Sophomore Colloquy. This Colloquy would build upon the constant investigation into societal implications that would characterize the general education courses and it is envisioned as a continuing and deepening dialogue focused on the societal issues, their ethical dimensions and the options for social change. The Sophomore Colloquy would bridge the disciplines so that faculty teams would, for example, pair behavioral sciences with biological science or social sciences with humanities. This kind of inter-disciplinary cross-over would also describe the student mix. The goal would be to get people of varying interests and special knowledge to band together to creatively attack social problems that cut across the whole spectrum of disciplines and which manifest themselves at the local, at the national, and at the international levels.

General Education for Graduation and Transfer

For the institutional endorsement of an Associate in Arts or Associate in Science degree, students would be required to complete these twin courses in all six of the general education areas. Six courses at 4 units a course adds to 24 units. In addition, students are presently required by District policy to take a physical education activity each semester which, at 1/2 units each, would bring the total graduation requirements to 26 of the 60 units minimum for the AA or AS degrees. Since the requirement of "major" at the community college is so broadly defined as to be meaningless, the remaining 34 units could be completely free choice.

There will be other graduation requirements beyond this general education and P.E. bloc that will apply to some students but not to others. There will be an exit requirement of demonstrated proficiency in reading, in writing and at two levels in mathematics. Note that these are exit, not entry, requirements. Students will get all the workshop help they will need in the "three R's" and, hopefully, the entire faculty will adopt an emphasis program to make reading, writing and arithmetic an integral part of every course. Even so, students will have to demonstrate by test, by course or by other evaluation that they have reasonable mastery of these essential skills. If not, they will be directed to workshops until they have developed this mastery. Further, students who have not achieved a C grade or better in first year algebra will have the option of taking a transfer course in general mathematics or taking a course equivalent to algebra. Of course, students who are proficient in these tool subjects will simply bypass all of this developmental work.

Community colleges have the right to stipulate on the students' transcripts those courses which are at the baccalaureate level. They also have the right to

stipulate for students transferring to the California State College and University System that their 40 unit general education pattern has been met if, indeed, it has. Suffice it to say here that the 24 units in the Los Medanos College general education program would all contribute toward this CSCU requirement of 32 units in the four areas of Humanities, Basic Subjects, Natural Sciences and Social Sciences, and/or toward the 8 elective units.

Instructor Load and Schedule

The basic instructor load at Los Medanos College will be fifteen lecture hours. Constant effort will be made to keep number of preparations to a minimum. Even so financial constraints of the District will require the weekly student contact hours (WSCH) to average about 540. A college policy of non-proliferation of courses will certainly help to make for minimum preparations and a viable WSCH possible. Teaching general education courses would assure minimum number of preparations although prodigious effort will be required to prepare properly, particularly for the generic course.

Take the example of an instructor who taught two generic sections in social science and four discipline course sections in history. His scheduled assignment might look like this:

Course Number	Course Name	Section	Units	Hours	Pattern	Maximum Enrollment	WSCH
Soc Sci 1TG	Man's Social Order and Institutions	1	1	1	C	118	118
Soc Sci 1TG	" " "	2	1	1	H	118	118
Soc Sci 24TG	American History in a World Perspective	1	3	3	D	40	120
Soc Sci 24TG	" " "	2	3	3	E	40	120
Soc Sci 24TG	" " "	4	3	3	G	40	120
Soc Sci 24TG	" " "	6	3	3	I	40	120
			14	14			716

Actually, these maximums would not be likely and the WSCH's would undoubtedly be below 716. Even so, this person would be helping to sustain other important but low enrollment courses.

Or take the example of a counselor/behavioral science instructor who was assigned half-time teaching and half-time counseling. Her teaching schedule might look like this:

Course Number	Course Name	Section	Units	Hours	Pattern	Maximum Enrollment	WSCH
Behavioral Science 1TG	The Nature of Man in Society	1	1	1	B	118	118
Behavioral Science 20TG	Sociology	1	3	3	A	40	120
Behavioral Science 20TG	Sociology	2	3	3	D	40	120
			7	7			358

This is certainly a respectable WSCH when it is remembered that this woman is also spending half of a work-week in counseling.

A Recapitulation

The non-traditional courses recommended for the general education package at Los Medanos College have been delineated in this paper. There would be six generic courses, each coupled to one of three or four discipline courses in each major area of human knowledge.

The generic course in each of these areas would attempt to extract out the common principles and basic concepts of its respective disciplines. It would also attempt to interrelate the disciplines within each category of knowledge and would forcefully extract the implications each field has for the societal threats to survival, e.g., population, nuclear war, national sovereignty, ecology, alienation, etc. The generic course would carry one unit of credit.

The discipline courses would be traditional in that they would cover the essential and specific knowledge of the various disciplines and they would be innovative in that they would be heavily oriented toward individual and societal implications. Further, each discipline course would devote one hour of the three to that which would be both supplementary and individualized, namely an individual or small group contract for seminar, project, field work, specialized study, etc. The discipline course would carry three units of credit.

It is hoped that this model would help students be more understanding and accepting of sub-cultural diversities; would give students a broad integrated approach to contemporary world problems; would help students to develop an interrelated view of the world as seen through the humanities, the language arts, the biological and physical sciences and the social and behavioral sciences. The intent would be to bring the world in all its complexities to the minds of the students and to help them see how they can educate themselves to cope with its threats and to enjoy its pleasures.

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 12 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION